

THE RELATIONSHIP BETWEEN TIME MANAGEMENT AND EMOTIONAL INTELLIGENCE WITH THE EFFECTIVENESS OF PHYSICAL EDUCATION TEACHERS

^aZOHREH KOMIJANI, ^{b*}MAHVASH NOORBAKSH,
^cPARIVASH NOURBAKSH

^aM. A, College of Physical Education and Sport Sciences, Karaj Branch, Islamic Azad University, Karaj, Iran

^bProfessor, College of Physical Education and Sport Sciences, Karaj Branch, Islamic Azad University, Karaj, Iran

^c Professor, College of Physical Education and Sport Sciences, Karaj Branch, Islamic Azad University, Karaj, Iran

Email: ^azohrehkom@gmail.com,

^bmahvashnoorbaksh@yahoo.com,

^cparivashnourbaksh@yahoo.com

Abstract. The purpose of this study was to investigate the relationship between time management and emotional intelligence with the effectiveness of physical education teachers of Karaj city. The statistical population is the physical education teachers of Karaj city (N=750). Based on the Morgan Table the number of samples are 250. Validity of the questionnaire is obtained using Chronbach alpha method which is 0.94 for time management and 0.93 for emotional intelligence and 0.88 for effectiveness. The results of the present study showed that there is a positive and significant relationship between the dimensions of the time management (monitoring, interaction, protection and description of the job) with the effectiveness of the teachers and there is a significant relationship between emotional intelligence and the effectiveness.

Keywords: Effectiveness, emotional intelligent, physical education teachers. Time management

1 Introduction

We live in an organizational society. Organization as a fundamental basis of modern society plays a major role to meet the expectations of societies and human resources has a vital role for such organizations. Thus considering the needs of employees and providing the mental and physical health of them as well as their satisfaction has a great importance in order to increase the productivity and efficiency of the organization. Nowadays, one of the main sources of stress "as the main reason of the burnout" is the excessive work pressure and not having enough time but as the work pressure is varies significantly between individuals and consequently the mental stress is not the same for everyone . Jung (2011) expresses that due to the active work environments of today's organizations the managers needs to provide fundamental changes in their management method for the survive of the organization and the ability to be powerful in the global competition cycle. Time management cycle is considered as one of the best method to utilize the time which starts with setting goal that underlies the time management. Time management is that of putting much more time to think about responsibilities, not doing duties in a shorter period of time (Lucas 2008) furthermore, time management includes several skills, such as Self-discipline, goal setting, interrupt handling, techniques for organizing Affairs, etc. this skill will lead to elimination of many sources of organizational stress and reduce the related side effects, (Melk Ara, 2009). In addition to rational intelligence, this intelligent is has also a considerable effect in personal job and life guidance (Bar-On 2006), has investigated this subject in a research named "the emotional intelligence of managers". This research shows that the rational intelligence is not adequate for the twentieth century. Based on the Goulman (2003) the emotional intelligence includes personal and social components and the personal components includes self-awareness, self-adaptation and motivation while the social components includes sympathy and social skills wherein each has the related subsets. Generally, emotional intelligence refers to competency in identification, understanding and expressing emotion in oneself and others which has four region, 1) understanding of emotions 2) accessibility and production of emotions 3) Knowing emotions 4) management emotions (Mayor et al., 2004). Here, teachers as the most effective components in schools are responsible for educational promotion of students and targeted actions of the organizations, (Baldauf and Cravens, 2002). Researchers believe the effectiveness is

used in all the components of the organizations and it is not acceptable for an organization being not effective (Kazemi 2016). Effectiveness is considered as one of the most important issues in the field of organizational behavior (Chelladurai & Haggerty 1991). Papadimitriuos & Taylor (2000) believe that effectiveness is the main issue in the scientific field and attention to effectiveness, develops the organizational theories. According to Medley et al., (1982), having knowledge and various skills, is called competence of the teacher and application of these knowledge and skills is considered as teacher performance. Therefore, researchers who are trying to understand the effectiveness of teacher, should be able to connect the teacher competence and performance with educational goals. Shilbury and Moore (2006) stated in his research that due to vast changes in the today's world and more intense competitions, many researchers have focused on the design of effective strategies for rapid and effective performance of the organization, and in this regard, education organizations are no exception. Jihadi et al (2016), Melinde et al., (2014), Lindebaum (2012), Elena et al., (2011), James & Lobus (2010) have pointed, directly or indirectly, to the relationship between time management, emotional intelligence and effectiveness, in separate studies. So it is important that human resources in the educational environments, have good performance and effectiveness. Application of emotional intelligence in teachers can be effective in their effectiveness.

As discussed earlier the emotional intelligence is not a new research area but the effects of emotional intelligence on the performance of teachers has not yet been studied in details. While there are many research on the effect of emotional intelligence in academic success of the student the related research on the effect of emotional intelligence of the effectiveness of the teachers is not adequate. Thus this research aims to investigate the role of emotional intelligence on the effectiveness of the physical education teachers in order to answer that how is the relationship between the time management and emotional intelligence with the effectiveness of the performance of the teachers?

2 Methodology

This research is a descriptive-correlational in which the researcher investigates the relationship between the variable of research using questionnaires. The statistical populations are all the physical education teachers of the Karaj city, primary, secondary and high school teachers which includes 750 teachers. Based on the statistical population and according to the Morgan table 250 teachers are selected as statistical samples in a classified random method. For measuring the variable of the research the time management questionnaire of the Burt et al (2010), the emotional intelligence questionnaire of the Bradberry and Greaves (2005) and the effectiveness of the teacher's questionnaire of Choo and Bowley (2007) is used.

2.1 The Measurement tools

Three questionnaire is used to measure the variables.

Time management questionnaire: This questionnaire which has been made by Burt et al., (2010) includes 28 question with five options according to the Likert five-point scale with the options, completely agree, agree, neutral, disagree and completely disagree which are identified by 1, 2, 3, 4 and 5 respectively. This questionnaire includes five components, which are monitoring, employees interaction, description of work process, protection of the time management process and time values wherein the related Chronbach alpha coefficient are 0.94, 0.88, 0.82, 0.83, 0.83 and 0.7 respectively.

The emotional questionnaire of Bradberry and Greaves (2005): This questionnaire has been always the most common and well known scale for evaluation of work burnout. The questionnaire includes three independent scale which investigate the behavior from 28 different aspect which is evaluated with the marks 0-5, never-always. In this research the Chronbach alpha coefficient is obtained 0.93 for emotional intelligence and for the self-awareness, self-management, social awareness and the relationship management its value is obtained 0.8, 0.77, 0.74 and 0.84 respectively.

The effectiveness of teacher’s questionnaire: this questionnaire is made by Choo and Bowley (2007) which includes 28 five-option question based on the Likert five-point scale having the options completely agree, agree, neutral, disagree and completely disagree having the points 1-5. The

Chronbach alpha coefficient for the effectiveness variable is obtained 0.88.

After gathering questionnaire, the obtained data is analyzed using SPSS software, version 23. To analyze the data in descriptive statistics, tables, relative frequency percentage and standard deviation is used while in inferential statistics the Pearson correlational statistics method among with the step to step multivariable regression and statistical examinations is used. The value of probability of the error tolerance is set to $\alpha=0.05$ in this research.

3 Results

Table 1- shows the descriptive statistics of the variables of the present for the teachers.

Table 1: descriptive statistics for the variable of the research based on the gender

variable	Statistical indices							
	average		Standard deviation		Minimum score		Maximum score	
	man	woman	Man	woman	man	Woman	man	woman
Time management	3.73	3.54	0.54	0.76	2	1.04	5	4.82
Monitoring	3.7	3.54	0.63	0.85	1.88	1	5	5
Interaction	3.83	3.58	0.64	0.84	1	1	5	4.8
Job description	3.72	3.58	0.66	0.94	1.83	1	5	5
Protection	3.62	3.48	0.63	0.89	1.83	1	5	4.83
Values	3.97	3.55	0.75	0.99	2.33	1	5	5
Emotional intelligence	3.89	3.8	0.4	0.73	2.64	1.07	5	5
Self-awareness	4.17	4.03	0.49	0.74	2.67	1	5	5
Self-management	3.63	3.68	0.51	0.73	2	1	5	5
Social awareness	3.76	3.61	0.46	0.91	1.8	1	5	5
Relationship management	4.05	3.88	0.5	0.84	1.75	1.25	5	5
effectiveness	4.06	4.04	0.42	0.54	3.05	1.62	5	5

3.1 Inferential statistics

Hypothesis 1. There is a simple relationship between the emotional intelligence and its dimensions with the effectiveness of the female physical education teachers of Karaj city. The Peareson correlation coefficient is used to find the relationship between the variable of the research and the results is shown in table 2. Based on this results the relation of the time management and effectiveness is 0.27 and significance. The relationship between the monitoring, employee interaction, job description process and protection process for the time management and effectiveness is obtained 0.24, 0.35, 0.23 and 0.23 respectively. The correlation of the time values and

effectiveness was not significance and the relation of the self-management and effectiveness obtained 0.19 and significance. The relation of time management and emotional intelligence is 0.27 and significance. The relation of self-awareness with the self-management and time management obtained 0.22 and 0.3 and significance. There was no significant relationship between time management and the other dimensions of the emotional intelligence. The relation of emotional intelligence with the dimensions of monitoring, job description process and protection of the time management obtained as 0.29, 0.3 and 0.24 respectively in which the relations are significant. The relation of emotional intelligence with the other dimensions of the time management was not significance.

Table 2: the results of Pearson correlation coefficient in the female physical education teachers

	1	2	3	4	5	6	7	8	9	10	11	12
Time management	1											
Monitoring	0.88**	1										
Interaction	0.75**	0.54**	1									
Description of work	0.89**	0.71**	0.62**	1								
Protection	0.85**	0.67**	0.57**	0.67**	1							
Values	0.72**	0.59**	0.36**	0.62**	0.57**	1						
Emotional intelligence	0.27**	0.29**	0.1	0.3**	0.24**	0.57**	1					
Self-awareness	0.22**	0.23**	0.15	0.21**	0.16	0.24	0.78**	1				
Self-Management	0.3	0.29	0.1	0.32**	0.33**	0.16	0.85**	0.57**	1			
Awareness	0.16	0.25**	0.01	0.19**	0.1	0.33	0.75**	0.46**	0.55**	1		
Management of relations	0.16	0.17**	0.04	0.19**	0.11	0.1	0.81**	0.52**	0.49**	0.54**	1	
Effectiveness	0.27**	0.24**	0.35**	0.23**	0.23**	0.01	0.1	0.11	0.19	0.04	0.06	1

** Correlation is significant in the level of 0.01

Hypothesis 2. There is a simple relationship between the emotional intelligence and its dimensions with the effectiveness of the male physical education teachers of Karaj city. The Pearson correlation coefficient is used to find the relationship between the variable of the research and the results is shown in table 3. Based on this results the relation of the time management and effectiveness is 0.44 and significance. The relationship between the monitoring, employee interaction, job description process and protection process for the time management and effectiveness is obtained 0.47, 0.38, 0.47 and

0.34 respectively. The correlation of the employee's interaction and effectiveness was not significance. The relation of time management and emotional intelligence was not significance. The relation of emotional intelligence and effectiveness was not significance. The relation of emotional intelligence with the dimensions of the monitoring and interaction of the employees was obtained 0.2 and 0.31 and significance. The relation of emotional intelligence with the other dimensions of the time management was not significance.

Table 3: the results of Pearson correlation coefficient in the male physical education teachers

	1	2	3	4	5	6	7	8	9	10	11	12
Time management	1											
Monitoring	0.87**	1										
Interaction	0.71**	0.55**	1									
Description of work	0.9**	0.69**	0.5**	1								
Protection	0.9**	0.68**	0.51**	0.84**	1							
Values	0.82**	0.59**	0.52**	0.72**	0.78**	1						
Emotional intelligence	0.16	0.2*	0.31**	0.02	0.03	0.13	1					
Self-awareness	0.15	0.1	0.21*	0.13	0.1	0.18	0.86**	1				
Self-Management	0.17	0.19	0.24*	0.1	0.1	0.19	0.94**	0.8**	1			
Awareness	0.13	0.24*	0.35**	0.1	0.02	0.1	0.91**	0.66**	0.8**	1		
Management of relations	0.12	0.21*	0.34**	0.05	0.01	0.03	0.95**	0.72**	0.82**	0.89**	1	
Effectiveness	0.44**	0.47**	0.1	0.38**	0.47**	0.34**	0.04	0.1	0.01	0.1	0.01	1

** Correlation is significant in the level of 0.01

Hypothesis 3. Time management, emotional intelligence, gender predicts the effectiveness of the physical education teachers of Karaj city. In order to predicts the effectiveness of the physical education teachers of Karaj city with time management and emotional intelligence the multivariable regression is used. As it can be seen from table 4, the correlation coefficient of the time management variable with the effectiveness of the physical education teachers is 0.36 and the coefficient of determination, which is the percentage of the reference variance obtained by prediction variables is 13%. The regression equation with the significance level of 0.00 which is lower than 0.05 is significant, thus there is a linear relationship between the prediction variable the relation reference.

In order to investigate the regression variable the step by step method is used. In this model the management variable has the most significant level of correlation with the effectiveness variable and was used in regression model. The regression coefficient is $B=0.26$ and the standard regression coefficient is $B=0.36$, the level of significance is 0.00 which is lower than 0.05. In this model the fixed variable obtained 3.1. Thus considering the regression coefficient of time management and the fixed variable the regression equation will be as follow:

$$Y' = 3.1 + 0.3 * (\text{time management}) \quad (1)$$

Table 4: The results of multivariable regression among the physical education teachers using step by step method

Reference variable	Predictive variable	Correlation coefficient	Deterministic coefficient	Level of significance of statistics	Regression coefficient
					Time management
effectiveness	Time management	0.36	0.13	36.9 0.00	$B=0.26$ $B=0.36$ 0.00

4 Discussion and conclusion

Based on the researches in this subject it can be found that beneficial usage of time and time management has a considerable effect toward the success. Time is the issue that no considerable attention is paid to it. Many individuals working in organizations do not use their time in a proper way which leads to many problems and prevents the promotion of the organization. Having no identified goal which leads to disorganization is among the main factor for such a problem. Thus identifying goals has to be investigated. In today's world the identification of the reasons for effectiveness of the employees is among the main management programmers. The importance of this subject is much more in education and education organization and it is because in such an organization

the human resources are involved to transfer knowledge to individuals in their learning ages. Thus the human resources should have a suitable and effective performance. Having emotional intelligence have a significant effect on the efficiency of the teachers which has a great importance. As discussed earlier the emotional intelligence is not a new research area but the effects of emotional intelligence on the performance of teachers has not yet been studied in details. While there are many research on the effect of emotional intelligence in academic success of the student. Eslaminan et al., (2014) have investigated this subject in a research named "the relationship between the emotional intelligence and application of teaching components of the professors of the Mazandaran medical university". Their research showed that there is a significant relationship between the emotional intelligence of the professors and application of the teaching components. David and Jousef, (2005) investigated

this subject in a research named “the emotional intelligence and its relationship with leadership performance in work place”. The analysis of correlation and regression showed that there is a significant and a direct relationship between the emotional intelligence and the effectiveness of leadership performance. The more the emotional intelligence the more the effectiveness of the leadership. Comparing the results of the David research and the present study we found that there is a direct and significant relationship between emotional intelligence and the effectiveness of performance. Hajiloo and Eyvazi (2015) investigated this subject in a research named “the effectiveness of emotional intelligence on the time management and efficacy of the students. Their results showed that there is a direct and significant relationship between emotional intelligence and time management which is in line with present study. Mollayi et al., also investigated this subject in their research with the title “Investigation of the relationship of emotional intelligence and the success of the educational managers of the Golestan University of Medical Science. According to the result of present study and the direct relationship between emotional intelligence and the success of the managers, holding educational workshop for increasing the emotional intelligence of the educational managers leads to a greater performance of the managers. Comparison of the present study and that of Mollyi et al., showed that both research are in line with each other. Dirik investigated this subject in a research named “whether the emotional intelligence is effective in the balance of the relationship between mental health and work performance? The founding in the public section of the England shows that emotional intelligence balance the relationship of the mental health and the work performance just to some extent. In this research the out coming of the management theories and performances in studied. Comparison of the Dirik research with the present study shows that these research are not in line with each other. Regarding that the increasing the emotional intelligence will balance the performance which is not in line with the present study. According to the result of the study and because the dimensions of the time management is effective on the effectiveness of the teachers it can be proposed either of the dimensions can be used to increase the overall structure of the time management. Meaning that considering all the offers of the dimensions the level of relationship between the time management and effectiveness of the physical education teachers increases. As the emotional intelligence is one of the providers of the mental health of the students it is proposed to hold educational classes to increase the emotional intelligence skills by providing budget to counseling centers of the education ministry to increase the efficiency of the teachers.

References

1. Bar-on, R.: The Bar-On model of emotional- social intelligence (ESI). *Psicothema*, 2006. Vol. 18, o. 1325-1331.
2. Bradberry, T., Greaves, J.: The emotional intelligence. . *Time Manegement*, 2006, vol. 5, p. 18-25.
3. Burt, C., Weststrate, A., Brown, C., Champion, F.: Development of the time management environment (Time) scale. *Journal of Managerial Psychology*, 2010. Vol. 25(6), p. 649-668.
4. Choo, S., Bowley, C.: Using train and development to affect job satisfaction within franchising. *Journal of Small Business and Enterprise Development*, 2007. Vol. 14(2), p. 339- 352.
5. Chelladuri, P., Haggerty, P.: Measures of organizational effectiveness of Canadian sport organization. *Canadian Journal of Sport Science IG*, 1991. Vol. 4, p. 126-133.
6. David, R., Joseph, C.: Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness. *Leadership & Organization Development Journal*, 2005. Vol. 26 (5), p. 388-399.
7. Lindebaum, D.: Critical Essay: Building new management theories on sound data? The case of neuroscience *European Management Journal*, 2016. Vol. 69, p. 128-152.
8. Elena-Simona, I., Ana-Maria, C., Truța A.: Effects of learning styles and time management on academic achievement, *Procedia-Social and Behavioral Sciences*, 2011. Vol. 30, p. 1096-1102.
9. Eslamian, H., Jafari-Sani, H.: The relationship between emotional intelligence and deployment of components of effective teaching Mazandaran University of Medical Sciences, *Journal of Medical Education*, 2014. Vol. 14 (8), p. 56-63.
10. Goleman, D.: *Emotional intelligence; why it can matter more than IQ*. New York: Bantam books. 1995. ISBN 675439871.
11. Hajilou, N., Eyvazi, K.: Effects of psychology parameters effect on intelligence, *Psychological studies*. 2015. Vol. 11(3), p. 79-98.
12. Jahadi, S.: Comparison of emotional intelligence, self-esteem and alexithymia in women with major depression and normal women in Shahrood; Islamic Azad University, Shahrood Branch, 2016.
13. James, A., Lobus, L.: Exploring the relationship between time management skills and the academic achievement of African engineering students: A case study *European Journal of Engineering Education*, 2010. V. 35(1), p. 79-89.
14. Jung, I.: Transformational and transactional leadership and their effects on creativity in groups. *Creativity Research Journal*. 2001. Vol. 13, p. 185-195.
15. Lucas B., Olaniyan A.: Effective time management in organization Panacea or Placebo. *European Journal of Scientific Research*. 2008. Vol. 24 (1), p. 127-133.
16. Mayer, J. D., Salovey, P., Caruso, D.: Emotional intelligence: Theory, findings, and implications, *Psychological Inquiry*, 2004. Vol. 4, p. 456-461.
17. Medly, M., Harolde, M.: A technique for Measuring classroom behavior, *Jj. Ed. Psych*, 1982. Vol. 49, p. 86-92.
18. Molaei, E., Asayesh, H.: Gender difference and emotional intelligence in Golestan University of Medical Sciences’ Students, *Journal of Gorgan Bouyeh Faculty of Nursing & Midwifery*, 2011. Vol. 8(2), p. 30-34.
19. Papadimitriuos, D., Taylor, P.: Organizational effectiveness of Hellenic national sports organization: A multiple constituency approach, *Sport Management Review*, 2000. Vol. 3(1), p. 23-46.
20. Shilbury, D., Moore, K. A.: A study of organizational effectiveness for National Olympic Sporting Organizations. *Nonprofit and Voluntary Sector Quarterly*, 2006. Vol. 35(1), p.5-38.
21. Zamini, S., Hosseini Nasab, D.: The relationship between organizational culture and job satisfaction and job burnout among the employees in Tabriz University, Iran *Occupational Health*, 2011. Vol. 8(1), p. 30-40.

Primary Paper Section: A

Secondary Paper Section: AE